



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

MEETING OF THE CENTRAL DIVISION

The twenty-fifth annual meeting of the CENTRAL DIVISION of the MODERN LANGUAGE ASSOCIATION OF AMERICA was held at Chicago, under the auspices of the University of Chicago and Northwestern University, December 28, 29, 30, 1920.

The Chairman of the Division, Professor Bert J. Vos, of Indiana University, presided over the sessions.

The attendance was large, in spite of bad weather. The register showed 145. The attendance at the luncheon at the University of Chicago was given as 154, at the smoker, 141, and at the luncheon given by Northwestern University, 121. An attempt was made to limit the hospitality to members. The following institutions were represented by three or more persons: Northwestern 17, Chicago 16, Wisconsin 16, Iowa 12, Illinois 7, Indiana 6, Minnesota 5, Ohio State 5, Michigan 4, Washington University 4, Vanderbilt 3.

The following local committees were in charge: University of Chicago, Professors T. P. Cross and G. T. Northup; Northwestern University, W. F. Bryan, Anfonso de Salvio, and Hans Kurath.

FIRST SESSION, TUESDAY, DECEMBER 28

The Division was called to order at 2.30 p. m. in the Florentine Room of the Congress Hotel by the Chairman, Professor Bert J. Vos, of Indiana University.

The Secretary of the Division, Professor Bert E. Young, of Vanderbilt University, presented a brief report on the work of the year. In particular, he stressed the critical

financial situation of the general Association, due to the high costs of printing and supplies, and urged the coöperation of all members in increasing the membership and the available funds.

The Chair appointed the following committees:

To nominate new officers: Professor H. A. Smith, Wisconsin, Chairman; O. F. Emerson, Western Reserve, J. T. Hatfield, Northwestern, Guido Stempel, Indiana, Hardin Craig, State University of Iowa.

On time and place of next meeting: Professors Kenneth McKenzie, University of Illinois, Chairman; W. A. Nitze, University of Chicago, H. Almstedt, University of Missouri, Stephen Bush, State University of Iowa, Arthur C. L. Brown, Northwestern University.

On Resolutions: Professors Louise Pound, University of Nebraska, Chairman; C. M. Lotspeich, University of Cincinnati, Hugo Thieme, University of Michigan.

The reading of papers was then begun, as follows:

1. "Some Dialectical and Foreign Types in the Drama of the XVIth Century." By Professor W. S. Hendrix, Ohio State University.

This paper was discussed by Professor Hills, Indiana University.

2. "Shakspeare's Control over His Fools." By Professor M. C. Baudin, Miami University.

3. "Sainte-Beuve an Æsthetic Critic." By Professor Lander MacClintock, Indiana University.

4. "The Philosophy of William Blake." By Dr. Frederick B. Kaye, Northwestern University.

5. "The Psychological vs. the Logical Point of View in Semantics." By Dr. Hans Kurath, Northwestern University.

This paper was discussed by Professor Wood, University of Chicago.

6. "Queen Anne's Act: A Note on English Copyright." By John W. Draper, University of Minnesota.

This paper was discussed by Professor van Roosbroeck, University of Minnesota.

7. "The Influence of Early Scientific Periodicals on English Book-Reviewing." By Professor Philip McCutcheon, Denison University.

At eight o'clock in the evening of Tuesday, December 28, the members of the Central Division assembled in the Green Room of the Congress Hotel.

The members heard with pleasure the following addresses:

Address of welcome, President Walter Dill Scott, Northwestern University.

Address of the Chairman of the Central Division, Professor Bert J. Vos, Indiana University. Subject: "Beating the Bounds."

These addresses were followed by an informal reception.

SECOND SESSION, WEDNESDAY, DECEMBER 29

The session of Wednesday forenoon, which convened at 9.30 a. m. was devoted to the following Departmental Meetings for the presentation of more technical papers.

ENGLISH

Room 10, Classics Building, University of Chicago

Chairman—Professor Arthur C. L. Brown, Northwestern University.

8. "The Structure of the Ancient Irish Epic." By Professor Tom Peete Cross, University of Chicago.

9. "Chaucer's Anonymous Marchant." By Professor Thomas A. Knott, State University of Iowa.

10. "More About Chaucer's Wife of Bath." By Professor Walter Clyde Curry, Vanderbilt University.

11. "The Nibelungen Saga and the Great Irish Epic." By Professor John C. Hodges, Ohio Wesleyan University.

This was discussed by Professors Cross, Larsen, and Brown.

12. "Wudga: A Study in the Theodoric Legends." By Professor Henning Larsen, State University of Iowa.

13. "The Cause of Long Vowel Change in English." By Professor C. M. Lotspeich, University of Cincinnati.

This was discussed by Dr. H. Kurath and Professor Emerson.

14. "Milton and Nature." By Professor Robert S. Newdick, Miami University.

This was discussed by Professor Tolman, University of Chicago, and others.

GERMANIC LANGUAGES

Room 18, Classics Building, University of Chicago

Chairman—Professor George Oliver Curme, Northwestern University.

15. "Heinrich von Treitschke's Treatment of the German *Turner* and *Burschenschafter* in his *Deutsche Geschichte im neunzehnten Jahrhundert*." By Professor Starr Willard Cutting, University of Chicago.

This paper was discussed by Professor Hatfield.

16. "Hoffman von Fallersleben's *Texanische Lieder*." By Professor Julius Goebel, University of Illinois.

17. "Goethe's Poem, '*Im ernsten Beinhaus war's*.'" By Professor James Taft Hatfield, Northwestern University.

18. "'The Penitence of St. John Chrysostom' in Two Fifteenth Century German Versions." By Professor Charles A. Williams, University of Illinois.

19. "Sealsfield's American Romances and 'Young Germany.'" By Dr. B. A. Uhlendorf, University of Illinois.

ROMANCE LANGUAGES

Room 17, Classics Building, University of Chicago

Chairman—Professor Casimir Zdanowicz, Randolph-Macon Woman's College.

20. "The Suggestion of a New General Study on the *Chanson de Geste*." By Professor Hugh A. Smith, University of Wisconsin.

This paper was discussed by Professor Bush, University of Iowa.

21. "The University of Chicago Manuscript of the *Genealogia Deorum* of Boccaccio." By Professor Ernest H. Wilkins, University of Chicago.

This paper was discussed by Professors Nitze, University of Chicago, and Wagner, University of Michigan.

22. "The Tonic Vowel in Southern Italian and Sicilian." By Professor Herbert H. Vaughan, University of Nebraska.

This was discussed by Professors Jenkins and Wagner.

23. "Why Did Genelon Hate Roland?" By Professor Th. A. Jenkins, University of Chicago.

24. "The Dreams of Charlemagne in the *Chanson de Roland*." By Dr. A. H. Krappe, Indiana University.

25. "The Interest of the S Manuscript of *Godefroi de Bouillon*." By Mr. Alexander Green Fite, University of Wisconsin.

The time of this paper was exchanged with Paper 43.

26. "The Rhythm and Meter of the Calderonian Octosyllabic." By Professor F. O. Reed, University of Wisconsin.

The members of the Central Division were entertained at luncheon by the University of Chicago men at the Quadrangle Club at half-past twelve on Wednesday.

THIRD SESSION, WEDNESDAY, DECEMBER 29

The session of Wednesday afternoon, which convened at 2.30 p. m., was devoted to three departmental meetings—English, Germanic, and Romance—for the discussion of problems of instruction.

ENGLISH

Room 10, Classics Building, University of Chicago

Chairman—Professor Emerson, Western Reserve University.

Secretary—Professor Curry, Vanderbilt University.

27. "Shall the Ph. D. Course Be Made More Humanistic?" First Speaker, Professor Frederick A. Manchester, University of Wisconsin, "Notes on the Ph. D.

Degree." Second Speaker, Professor Robert L. Ramsay, University of Missouri, "Denaturing the Ph. D. Degree."

In the absence of Professor Manchester his paper was read by Dr. Harry Glicksman, of the University of Wisconsin.

[The requirements for the degree of doctor of philosophy in English should be made broader and more humanistic. The "literary thesis" is at present inferior to that produced in our graduate schools because it has not the organized force of the department behind it. In addition to a thorough revision in requirements, therefore, the whole tone of the university must be altered and its faculties won over to the humanities. The ultimate aim of any graduate school should be to train students in intelligent judgments of literature. Philology and minute research must no longer be made ends in themselves, as is now unfortunately the case, but carefully subordinated to and made to serve the ends of literary criticism.]

Professor Ramsay spoke in part as follows:

[English scholarship shows marked influences of the Teutonic idea of scientific investigation in philology, comparative literature, and in criticism. Some departments having overemphasized this element in graduate instruction, there is now need of a reform. Graduate students in English must not only have a reading knowledge of Anglo-Saxon and Middle English, but they must recognize the classics and the Romance languages as well. In any science generalization is the ultimate aim of investigation, but generalizations which do not embrace facts are often erroneous. Philology has confined itself too much lately to the accumulation of facts—to analysis; the time has now come for new generalizations—syntheses—based upon a new body of facts. The newer criticism, uniting with philology and resting upon a basis of scientific principles, may now be admitted because it offers scholarly discipline. True humanists must recognize the fact that words are the incarnation of the human spirit and that the study of linguistics is necessary for the correct understanding of literature. Research work, however narrow and minute, must not be scorned; but to the virtues of thoroughness, accuracy, and honesty the scholar must now add catholicity of taste and broadness of view. The proper corrective for a too scientific scholarship is not antithesis but synthesis.]

28. "The Use and Abuse of the Contemporary in the Teaching of English." By Professor Louise Pound, University of Nebraska.

[In an effort to make literature "inspiring and interesting" there is a tendency among teachers of English to reject and condemn the older poets in favor of the modern. While modern literature may profitably be drawn upon for analogies and for collateral use, teachers must recognize that, in order to keep the torch of learning alive, students must concern themselves with the past as well as the present. The educated man is superior to others because he has more knowledge; he is able, by the process of putting himself outside of his time, to gain a truer perspective of his own age than the man who sees only the present—and that usually out of focus. Since literature is the record of human feeling, the storehouse of progress, it is imperative that one have reverence for man's accomplishments in the past.]

29. "A Workable Plan of Coöperation with High School Teachers." By Professor Edward Chauncey Baldwin, University of Illinois.

[The aim of an Association of College and High School Teachers, such as exists in Illinois, is to bring teachers of English into closer relations, to standardize high school courses, and to relate them to college courses.]

This paper was discussed by Professor Hardin Craig.

30. "What Shall We Do with Freshman Themes?" By Professor Allan H. Gilbert, University of Tennessee.

[Professors must not be too conscientious in correcting freshman themes, both because it is a useless labor on the instructor's part and because it may destroy the individuality of the student. Few corrections, occasional conferences, and the "laboratory method" of instruction usually result in themes that are at least individual if not always "correct." The use of books of "models" should give way to analyses in written form of short English poems.]

This paper was discussed by Dr. Lucius W. Elder, of Knox College.

The conference elected Professor Karl Young, University of Wisconsin, Chairman, and Professor George R. Coffman, Grinnell College, Secretary, and instructed them to prepare the programme for 1921.

GERMANIC LANGUAGES

Room 18, Classics Building, University of Chicago

Chairman—Professor Bayard Quincy Morgan, University of Wisconsin.

Secretary—Professor George Radford Mayfield, Vanderbilt University.

31. "Some Informal Remarks on Teaching German Literature." By Professor James Taft Hatfield, Northwestern University.

[Emphasis on *reading* German *aloud* as the supreme test of mastery of the lesson. Teacher and pupils should join in giving something of the dramatic and artistic touch in interpreting the thought of the author. Form work, construction, notes, and the like should be pre-supposed. Translating, parallel work, themes, and the like are commendable but nothing can take the place of reading aloud as the best means of interpreting the mind of the author.]

The paper was discussed by Professors Vos, Jente, Morgan, and Thurman. The use of this method by all teachers for all classes was seriously questioned, though it was felt that splendid results might be obtained.

32. "Introductory Courses to the Study of German Literature." By Professor Friedrich Bruns, University of Wisconsin.

[The author most referred to as offering a large choice of works in a series was Friedrich Hebbel. *Agnes Bernauer*, *Maria Magdalene*, *Gyges und Sein Ring*, *Genoveva*, and *Herodias and Mariamne* were suggested as the basis of an excellent course in German literature. The courses should be conducted in German as far as possible, but some classes are so backward that English is often better suited to their needs. Translating is also a necessary evil at times to test out the accuracy of the student's interpretation.]

Professor Curme in a characteristic talk confessed that he had never been able to follow any one method as the *sine qua non* of efficiency. His conviction was that a heart to heart talk in the language of the student often did more than a year's instruction by some pet method; that it was more the teacher after all than the method employed that brought results.

33. "Aims and Methods in the Teaching of First-Year College German." By Professor Edward Henry Lauer, State University of Iowa.

[The reader stated that the past three years had caused him to ponder deeply over the real aims one should have in the teaching of a modern foreign language, with special reference to German. His conclusion was that reading, wide reading, intelligent reading, was perhaps the best goal to be kept steadily in view. To this end he had covered much more ground in reading than he had ever done before. Cognates, derivation, vocabularies, grammar, memory work, and written sentences were not omitted, but much reading had brought the best results he had yet attained in getting students to a proper appreciation of the language and its message.]

This paper provoked much discussion by Professors Hohlfeld, Cutting, Purin, Bruns, and Curme. No one method was acceptable to all but it was agreed that true aims and methods in German instruction transcend all temporal circumstances, whether they be war, or race pre-

judice, or passing sentiment; also that the content of German literature, German science, and German civilization offered as large a field as ever for the activities of teacher and pupils.

The program was completed with the report made by Mr. Richard Jente, of the University of Minnesota, concerning the status of German instruction in the high schools and colleges of America.

[In response to the author's questionnaire he received sufficient figures to make a comprehensive report and draw some conclusions as to the steps to get German back, if not to a pre-war basis, at least to the place it rightly deserves in a liberal curriculum. His report showed that German has disappeared as a required subject in all high schools but is still optional in some of them, though the minimum number required for the organization of a class in German is usually greater than the number of students who would elect this subject. The drop in preparatory schools is not so marked as in high schools, since the minimum number for a class in the former is not so great as in the latter. In the colleges there has been a drop from 31,540 in 1913 to 11,178 in 1920. The number of full time instructors has fallen from 242 to 111 during the same time. Especially marked has been the decrease in the women's colleges of the United States, there being about 20 per cent. of the enrollment of 1913. The increase of students in beginners' courses in German has been considerable in most sections, but the decrease in students for advanced courses almost counterbalances this increase. Enrollment for scientific work is decidedly on the increase.].

For the ensuing year Professor Charles P. Goettsch was elected chairman, and Professor A. M. Charles, secretary. These officers will prepare the program of 1921.

ROMANCE LANGUAGES

Room 17, Classics Building, University of Chicago

Chairman—Professor Russell Parsons Jameson, Oberlin College.

Secretary—Mr. Alexander Green Fite, University of Wisconsin.

34. "The Function of the Teachers' Course in the Training of Modern Language Teachers." By Professor Charles Edmund Young, State University of Iowa.

[Suggestions for course: Discover the linguistic weaknesses of the class and remedy them. Arrange for observation and profiting by the mistakes of others. Practice-teaching and conducting class. Class-room technique. Both theoretical and practical application of phonetics. Discussion and demonstration of methods. Discussion of proper texts, reference books, maps, etc.]

The strong discussion by Professors Zdanowicz, Smith, and Carnahan brought out: 1. The ever-increasing interest in such courses. 2. The necessity for clinics. 3. The necessity for greater preparation and time to give such courses. 4. The necessity for careful delimitation of these courses.

35. "How to Secure the Presence of Men Students in Advanced Courses." By Professor H. P. Thieme, University of Michigan.

[Suggestions: A congenial atmosphere. The attraction of personality. Impart the conviction that deeper knowledge of a foreign literature is valuable in itself and that the cultural background is a very real asset. Arouse interest in the country itself. Allow time for discussion and make students feel that they are co-workers. Maintain respect for the profession even under the present meager rewards for teaching.]

The discussion by Professors De Salvio and Havens took opposing turns: 1. Pessimistic. If compulsion were removed, one professor might suffice in some universities for all the modern language students; men students won't take interest in purely idealistic things; pre-medical, pre-law, and other specializations are destroying the humanities. 2. Optimistic. Men will go into higher courses when they are made more vital, interesting, and stimulating; a compromise must be made between the linguistic and the humanistic.

36. "Methods in Advanced Literary Courses." By Professor Henri David, University of Chicago.

[Methods are as numerous as subjects. "Scientific treatment" is well if the proportions are regarded. Avoidance of too fixed a system. Stimulation of taste and judgment. Combating the present wave of materialism with the grandeur and idealism of the past.]

The discussion by Professors Coleman, Wagner, Buvée of University of Chicago High School, Cardon of Wisconsin, brought out two opposing views: 1. That such courses should be conducted largely in French. 2. That they are far more profitable conducted in English.

37. "New Opportunities for Graduate Study in France." By Professor S. H. Bush, State University of Iowa.

[The greatest men in France are now devoting themselves to such work. The fine courses in French literature, history, art and geography. Universities especially attractive to Americans: Paris, Grenoble, Lyon, Bordeaux, Strasbourg, and the courses at Tours. The student would do well to begin at a provincial university. Necessity of advanced work before going over.]

Professor Wagner, leading the discussion, insisted that graduate committees should allow more credit for such work *in absentia*.

Professor B. E. Young, "in order to get an expression of opinion," offered the following resolution:

Resolved: That all candidates for the doctorate in Romance Languages in our universities should be required to spend at least two semesters in foreign study.

After discussion by Professor Thieme, action on this resolution was deferred until 1921, when it will be taken up as an order of the day.

On motion of Professor Smith, the Chair appointed the following committee to advise with the officers in regard to the programme of 1921, and to determine the advisability of dividing the Section into French, Italian, and Spanish groups: Professors Wilkins, MacKenzie, and Owen. The committee reported later to the general session against any such division.

The following officers of the Section for 1921 were elected: Chairman, Professor E. C. Hills; Secretary, Professor Patty Gurd, of Wilson College. These officers will prepare the program of 1921.

At 8 p. m. of Wednesday a smoker was given by the two faculties in the Florentine Room of the Congress Hotel.

The smoke-talk was given by Professor James Weber Linn, University of Chicago, in his own humorous fashion.

The Division then proceeded to commemorate its TWENTY-FIFTH ANNIVERSARY with a reminiscent address by Professor George Oliver Curme of Northwestern University, one of the early members.

The initiative in this movement was taken in February, 1895, by W. H. Carruth of the University of Kansas, Laurence Fossler of the University of Nebraska, and Charles Bundy Wilson of the State University of Iowa (see *Publications*, 1896, vol. iv, new series, p. lviii.) A committee on organization was selected as follows: G. Hempl, C. B. Wilson, W. M. Baskervill, L. Fossler, G. E. Karsten, H. Schmidt-Wartenberg. A preliminary meeting was held in Chicago, June 1895, which was attended by C. B. Wilson, W. H. Carruth, G. E. Karsten, L. Fossler, F. A. Blackburn, J. T. Hatfield, C. W. Pearson and H. Schmidt-Wartenberg. W. H. Carruth was chosen chairman and H. Schmidt-Wartenberg was chosen secretary (*Publications*, vol. iv, n. s., pp. lix-lxii.) "Central Modern Language Conference" was selected as a name. C. B. Wilson was made chairman of a committee on constitution: G. E. Karsten chairman on program; and H. Schmidt-Wartenberg chairman on arrangements.

The first annual meeting was held in Chicago, December 30 and 31, 1895 and January 1, 1896.

In accordance with action taken by a joint committee of the Modern Language Association of America and of the Central Modern Language Conference consisting of Professors G. L. Kittredge, J. M. Hart, J. W. Bright and A. H. Tolman, the latter society became in 1896 the Central Division of the Modern Language Association of America (see *Pub.*, vol. iv, pp. v and vi, xx, xxi, lx-lxiii, lxxiii-lxxiv; vol. v, pp. v-vii).

FOURTH SESSION, THURSDAY, DECEMBER 30

Northwestern University Building, Chicago

Booth Hall, Room 401

The Fourth Session, which was called to order at 9.30 a. m., afforded opportunity for the transaction of the business of the Division.

A presentation of the work and plans of the American Dialect Society was given by Professor Cross. This was discussed further by Professor Emerson.

Professor Wilkins made a report on the work of the Committee on Grammatical Nomenclature. On motion, it was voted to continue the representation of the Association on this Committee for another year.

The Committee on Nomination of New Officers, Professor Smith, Chairman, made the following nominations: For chairman, Professor Arthur C. L. Brown; for secretary, Professor B. E. Young; member of the executive committee until 1923, Professor T. P. Cross.

On motion of Professor MacKenzie, the Secretary was instructed to cast the ballot of the Division for these officers and they were declared elected.

The Committee on Time and Place of Next Meeting made the following recommendations:

1. To accept the invitation of the State University of Iowa for the meeting of 1921.
2. To fix the date of the next meeting at about April 1, 1922 (change the time of meeting to the spring.)
3. To meet in Chicago as often as every second year.
4. To continue meeting as the Central Division (i. e., not to have *one* annual meeting for the whole Association, as had been proposed.)

This report brought out an active discussion, in which participated Professors Smith, Albert A. Faurot of Rose Polytechnic Institute, Bush, Cross, Nitze, Bryan, Brown, Lotspeich, M. A. Shaw of Michigan, Wilkins and Craig.

On motion, the report of the Committee was adopted with the amendment of the second recommendation to retain the present custom of meeting in the Christmas recess.

The Committee on Resolutions, Professor Pound, Chairman, offered the following resolutions, which were unanimously adopted:

Resolved, That we express our sincere appreciation of the hospitality repeatedly extended to us, as members of the Central Division of the Modern Language Association, by Chicago and Northwestern universities; that we thank the presidents and the faculties of these universities and the members of the local committee

(Messrs. Tom Peete Cross, George T. Northrup, W. F. Bryan, A. de Salvio, Hans Kurath) for the cordial welcome and the generous treatment accorded us at the twenty-fifth meeting of the Central Division.

Professor Craig offered the following resolution:

Resolved: That the Executive Committee of the Central Division be directed to consider the possibility and means of increasing the facilities for the publication of learned articles in the modern language fields.

This resolution was passed with an amendment by Professor Emerson, urging that the members of the Central Division make special individual effort to make a large increase in the membership of the Association. He set five thousand members as the goal.

The Secretary gave official notification to the Division of the increase in the annual dues to four dollars per annum, and offered the following resolution:

Resolved: That Article III, paragraph 4, of the Constitution of the Modern Language Association of America, as of March 31, 1920, be amended to read as follows: "Any member, or any person eligible to membership, may become a life member by a single payment of fifty dollars, or by the payment of seventeen dollars and fifty cents a year for three successive years. Persons who for fifteen years or more have been active members in good and regular standing may become life members upon the single payment of thirty-two dollars and fifty cents."

Upon motion of Professor Craig, the resolution was adopted, the fractions being left to the discretion of the General Secretary of the Association.

Upon motion, the elections of officers in the various sections were confirmed by the Division.

Professor MacKenzie reported that the committee appointed by the Romance Section to consider a redivision of the Section into French, Italian and Spanish groups desired to report against such redivision.

Professor H. A. Smith, of the University of Wisconsin, offered the following resolution, which was adopted:

Whereas, The salary paid at present to the Secretary of the Central Division affords him little margin over the expense of attending the annual meetings, *therefore,* be it

Resolved, That we recommend to the Executive Council that the Secretary's vouchers for annual necessary expenses in attending the meetings and for clerical assistant in carrying on the work of the Division be allowed, to an amount not exceeding \$100 additional to his present salary.

The reading of papers was then resumed:

38. "Silvio Pellico One Hundred Years After." By Professor Kenneth MacKenzie, University of Illinois.

This was discussed by Professor Rudolph Altrocchi.

39. "Dryden's *Lucian*." By Professor Hardin Craig, State University of Iowa.

This was discussed by Professors Nitze and Cross.

40. "The Theory of 'Natural Goodness' in the *Nouvelle Héloïse*." By Professor George R. Havens, Ohio State University.

This was discussed by Professor Nitze.

41. "*The Passionate Shepherd* of Marlowe; Its Imitations and Analogues." By Professor R. S. Forsythe, Northwestern University.

42. "The Turning Point in Wordsworth's Religious Faith." By Professor S. F. Gingerich, University of Michigan.

43. "Spanish 'Arte Mayor' Verse." By Professor E. C. Hills, Indiana University.

The time of this paper was exchanged with No. 25.

At 1 p. m. the members of the Division were entertained at luncheon by the Northwestern University men at the La Salle Hotel.

FIFTH SESSION, THURSDAY, DECEMBER 30

Northwestern University Building

Booth Hall, Room 401

The Fifth Session was called to order at 2.30 p. m. The reading of papers was resumed.

44. "The King in *Hamlet*." By Professor Howard M. Jones, University of Texas.

Owing to the illness of Professor Jones, this was omitted.

45. "The Figurative Quality in Jeremy Taylor's *Holy Dying*." By Dr. Harry Glicksman, University of Wisconsin.

46. "Flaubert's Methods as Applied to the Descriptions in *Madame Bovary*." By Professor Arthur Hamilton, University of Illinois.

This was discussed by Professors van Steenderen and Coleman.

47. "*Hamlet* in France in 1660." By Professor Gust. L. von Roosbroeck, University of Minnesota.

This was discussed by Professors Havens and Craig.

48. "The 'Poésie intime' in Sainte-Beuve and in Lamartine (*Jocelyn*): A Contrast." By Maxwell Smith, University of Wisconsin.

49. "Matthew Arnold and Goethe." By Miss Helen C. White, University of Wisconsin.

PAPERS READ BY TITLE

The following papers were read by title only:

50. "English Songs on the Night Visit." By Professor Charles Read Baskervill, University of Chicago.

51. "Les Noms Propres dans l'Œuvre de Victor Hugo." By Professor André Béziat, Vanderbilt University.

52. "The Case of Chaucer's Summoner." By Professor Walter Clyde Curry, Vanderbilt University.

53. "Prolegomena to a New Edition of the Works of Bartolomé de Torres Naharro." By Professor John E. Gillet, University of Minnesota.